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ABSTRACT

This report is based on a survey of the 168 bilingual education programs operating in the U.S. in 1971-72. Of these, 157 responded to the Consolidated Program Information Report survey, which collected data on specific programs and target populations. The report provides some brief background information on Title VII of the Elementary and Secondary Education Act and on bilingual education programs in the U.S. The body of the report consists of statistical information on the 157 projects, including figures on pupil participation (data obtained from individual project applications), language of instruction, personnel development, and expenditures. Languages involved in the projects include: English as a second language, Spanish, French, Portuguese, Chinese, Chamorro, and Native American languages.

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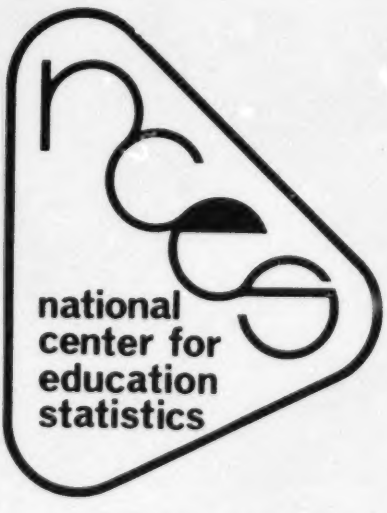
CONSOLIDATED PROGRAM INFORMATION REPORT

THE BILINGUAL EDUCATION PROGRAM

1971-72 REGULAR AND 1972 SUMMER SCHOOL TERMS



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The Bilingual Education Program

by Shirley Radcliffe and Ronald Jessee

Title VII of the Elementary and Secondary Education Act (ESEA), which was first enacted in 1967, authorizes Federal support for the development and establishment of Bilingual Education projects in elementary and secondary schools. These projects are designed to meet the special educational needs of children of limited English-speaking ability in schools having high concentrations of such children from families which have incomes below $3,000 per year or receive aid for dependent children under title IV of the Social Security Act. Pupils whose dominant language is English are also eligible to participate if they are enrolled in participating schools.

The basic objectives of the Bilingual Education Program are to give participating children greater competence in English, to make them more proficient in their dominant language, and to help them profit from increased educational opportunities. Some characteristics of the program are:

- English is recognized and taught *as a second language* to children whose dominant language is other than English.
- The children's dominant language is recognized and taught *as a first language;* therefore, children are normally introduced to reading and writing in the dominant language as soon as they are ready.
- The children are taught one or more academic subjects in their dominant language, at least until they have mastered enough English to enable them to learn in English.
- The children whose dominant language is English are taught the dominant language of the other children.
- Provision is made for increasing the instructional use of both languages for both groups in the same classroom.
- The children are taught the history and cultural heritage which reflect the value system of the speakers of each language.

Besides bilingual instruction, the projects may also include such activities as:

- Adult education, particularly for parents of children participating in bilingual projects.
- Development and dissemination of special instructional materials.
- Preservice and inservice training for teachers, teaching assistants, counselors, and/or other educational personnel serving in bilingual education projects.
- Special programs for part-time pupils, dropouts, or potential dropouts who need bilingual instruction.

In the 1971-72 regular and 1972 summer school terms, approximately 168 projects were conducted with title VII funds by local education agencies, multidistrict education agencies, and Bureau of Indian Affairs/tribal schools. Bilingual Education projects were conducted in 29 States, Puerto Rico, and Guam, with the greater portion of total pupil participation reported in Texas, California, and New York (table 1). Languages other than English used in bilingual instruction included Spanish, Native American languages (Yupik, Navaho, Ute, etc.), French, Portuguese, Chinese, and Chamorro. Spanish was the predominant language of bilingual instruction in the projects. Of the 168 projects, 134 provided bilingual instruction in Spanish, 13 in Native American languages, 10 in languages other than those just mentioned, and 11 in 2 or more languages[1] other than English.

[1] Spanish was usually one of these languages.

Table 1.--Pupil participation in Bilingual Education projects, by dominant language of pupil's family and by language of instruction, and expenditures, by State or territory: 1971-72 regular and 1972 summer school terms

State or territory	Pupil participation							Expenditures
	Dominant language		Total	Language of instruction				
	Non-English	English		Spanish	Native American	Other	Two or more languages	
Total	50,221	21,460	71,681	62,457	2,118	1,864	5,242	$24,382,000
Alaska	102	---	102	---	102	---	---	200,000
Arizona	1,795	374	2,169	1,649	520	---	---	689,000
California	10,272	7,205	17,477	14,592	---	136	2,749	8,678,000
Colorado	2,024	1,518	3,542	3,165	---	---	377	709,000
Connecticut	408	618	1,026	1,026	---	---	---	196,000
Florida	291	259	550	550	---	---	---	716,000
Idaho	210	30	240	240	---	---	---	99,000
Illinois	359	61	420	420	---	---	---	225,000
Indiana	212	36	248	248	---	---	---	117,000
Louisiana	487	373	860	258	---	602	---	390,000
Maine	457	57	514	---	39	475	---	258,000
Massachusetts	589	316	905	745	---	160	---	555,000
Michigan	233	472	705	705	---	---	---	273,000
Montana	432	59	491	---	491	---	---	265,000
New Hampshire	90	83	173	---	---	173	---	170,000
New Jersey	1,304	623	1,927	1,927	---	---	---	792,000
New Mexico	2,164	265	2,429	1,904	100	---	425	1,105,000
New York	7,020	3,357	10,377	8,884	---	---	1,493	2,176,000
Ohio	203	137	340	340	---	---	---	72,000
Oklahoma	130	230	360	---	360	---	---	127,000
Oregon	126	72	198	---	---	---	198	127,000
Pennsylvania	1,652	1,440	3,092	3,092	---	---	---	667,000
Rhode Island	100	100	200	---	---	200	---	163,000
South Dakota	100	77	177	---	177	---	---	140,000
Texas	18,563	3,332	21,895	21,895	---	---	---	4,735,000
Utah	263	66	329	---	329	---	---	129,000
Vermont	68	50	118	---	---	118	---	65,000
Washington	150	64	214	214	---	---	---	311,000
Wisconsin	287	56	343	343	---	---	---	153,000
Puerto Rico	130	130	260	260	---	---	---	80,000
Guam*	NR	NR	NR	NR	NR	NR	NR	NR

*There was one Bilingual Education project conducted in Guam; however, this project did not respond to the CPIR survey.

All the estimates of Federal expenditures and staff training presented in this report were obtained from the Consolidated Program Information Report (CPIR) survey for the 1971-72 regular and 1972 summer school terms. The CPIR was designed to provide statistical information about Federal educational aid programs at the local level. The CPIR survey collected data in relation to both specific programs administered through the U.S. Office of Education and pupil population groups specified by legislation as target populations. These data focused on the characteristics of the children who participated, the total staff involved, and all expenditures incurred in the operation of Federal programs by local districts.

Of the 168 Bilingual Education projects in operation, 157 responded to the CPIR survey. Estimates of pupil participation for each of the responding projects were obtained from individual project applications on file with the Division of Bilingual Education, U.S. Office of Education. Since no imputations were made, the data in this publication are subject to underreporting (see Technical Notes, p. 7).

Participants and Expenditures

Over 71,600 elementary and secondary pupils participated in Bilingual Education projects in the regular and summer school terms. An estimated $24,382,000 in Federal funds authorized under title VII was expended in providing the services and activities necessary for bilingual education in these projects (table 1).

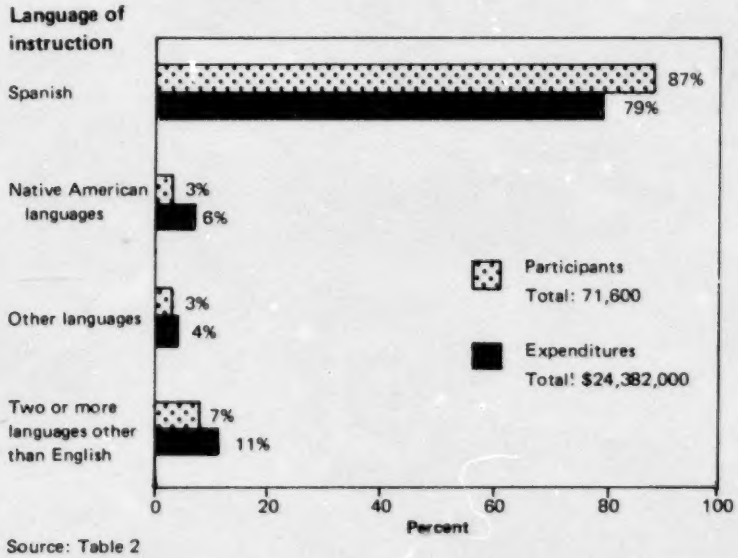
About 50,200 of the participants came from families in which a language other than English was the primary language (table 2). Expenditures per participant were calculated for each language of instruction. Projects offering bilingual instruction in Spanish had the lowest per-participant expenditure ($310), and projects offering Native American languages had the highest ($642). (Only ESEA title VII expenditures were used in these calculations.[2])

Table 2.–Pupil participation in Bilingual Education projects, by dominant language of pupil's family, and total and per-participant expenditures, by language of instruction: 1971-72 regular and 1972 summer school terms

Language of instruction	Pupil participation			ESEA title VII expenditures	Expenditures per participant
	Dominant language		Total		
	Non-English	English			
Total	50,221	21,460	71,681	$24,382,000	$340
Spanish	43,771	18,686	62,457	19,390,000	310
Native American languages	1,677	441	2,118	1,360,000	*642
Other languages	1,196	668	1,864	1,023,000	549
Two or more languages other than English	3,577	1,665	5,242	2,609,000	498

*One possible cause of the higher expenditures per participant in Native American language projects is that these projects had to allocate funds for the writing and printing of curricular materials in languages for which written materials were generally insufficient or nonexistent.

As shown in the graph below, nearly 62,500 pupils participated in projects which offered bilingual instruction in Spanish (87 percent of all participants). An estimated $19,400,000 was expended in these Spanish language projects (79 percent of all expenditures).



Source: Table 2

[2] Children participating in ESEA title VII projects also may have benefited from other sources of Federal funds, such as ESEA title I.

Most projects were small (i.e., had fewer than 500 participants); however, many of these projects were engaged in the development of bilingual curricular materials and new instructional programs which benefited a much larger population (table 3).

Of the total $24,382,000 in ESEA Title VII expenditures, nearly half was expended in providing direct educative services--activities involving the direct interaction of pupils and teachers in the learning process (table 4).

Table 3.--Pupil participation in Bilingual Education projects, by language of instruction, and total expenditures, by project size: 1971-72 regular and 1972 summer school terms

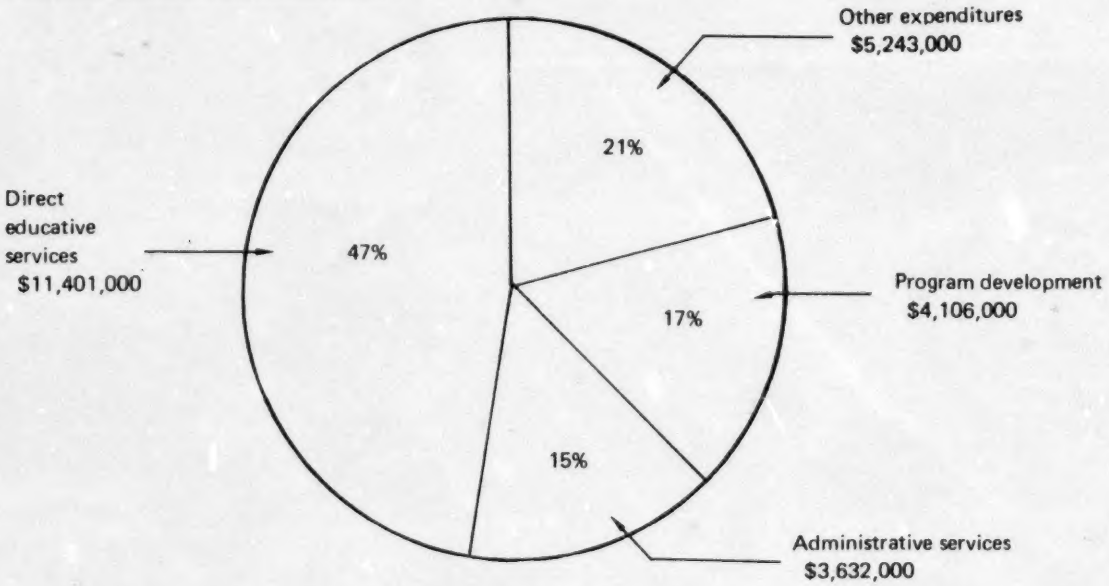
Project size (number of participants)	Number of projects	Pupil participation					Expenditures
		Language of instruction				Total	
		Spanish	Native American	Other	Two or more languages		
Total	[1] 140	62,457	2,118	1,864	5,242	71,681	[2] $24,382,000
0[3]	3	---	---	---	---	---	458,000
1-250	57	6,976	618	787	313	8,694	6,789,000
250-499	44	11,593	1,500	1,077	1,958	16,128	6,823,000
500-749	11	7,070	---	---	---	7,070	2,264,000
750-999	7	5,977	---	---	---	5,977	1,594,000
1,000-1,249	7	6,641	---	---	1,228	7,869	2,136,000
1,250-1,499	2	2,710	---	---	---	2,710	363,000
1,500 or more	9	21,490	---	---	1,743	23,233	3,955,000

[1] Seventeen projects were reported as parts of other projects and, although their data are included in the table, they do not show in the total number of projects.

[2] These figures represent total expenditures and may include expenditures for activities other than bilingual instruction for participating children; e.g., development of bilingual curricular materials, teacher training, etc.

[3] These three projects, which reported no pupil participants, were involved exclusively in initial project planning, development of curricular materials, etc.

TOTAL EXPENDITURES: $24,382,000



Source: Table 4

Table 4.--Expenditures for Bilingual Education projects, by type of service or activity: 1971 regular and 1972 summer school terms

Service or activity	ESEA title VII expenditures	
	Amount	Percent
Total	$24,382,000	100
Direct educative services		
Total	11,401,000	47
English	2,375,000	10
Reading	2,238,000	9
Cultural arts	1,878,000	8
Social sciences/social studies	1,295,000	5
Natural sciences/mathematics	1,585,000	7
Other[1]	2,030,000	8
Administrative services		
Total	3,632,000	15
General[2]	975,000	4
Instructional		
Schoolwide/systemwide direction and management	1,314,000	5
Supervision	1,343,000	6
Program development		
Total	4,106,000	17
Research, development, and demonstration	1,390,000	6
Planning	1,067,000	4
Evaluation	1,649,000	7
Other expenditures		
Total	5,243,000	21
Pupil services	807,000	3
Personnel development	1,121,000	4
School library services (excluding equipment)	742,000	3
Fixed charges[3]	1,423,000	6
Capital outlay[4]	688,000	3
Operation of plant and other services[5]	462,000	2

[1] Includes curriculum for the handicapped, textbooks, and such subject matter areas as health, safety, driver education, physical education, general elementary and secondary education, business, industrial arts, vocational skills and attitudes, and cocurricular activities.

[2] Includes information dissemination and activities which have as their purpose the direction and management of the entire school system; i.e., budgeting, accounting, auditing, and purchasing.

[3] Expenditures of a generally recurrent nature which are not readily allocable to other expenditure accounts; e.g., retirement, insurance, rent.

[4] Payments for: Land or existing buildings; improvement of grounds; construction of, additions to and remodeling of buildings; and purchase and maintenance of equipment.

[5] Payments for student activities and community services, debt services, and other services not elsewhere specified.

Personnel Development

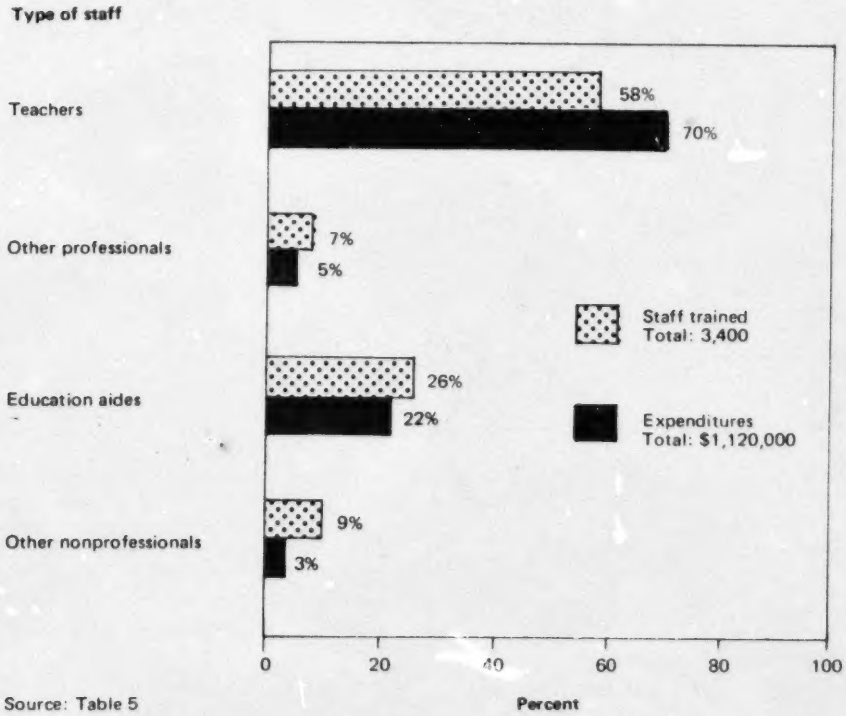
Approximately 3,400 staff members assigned to Bilingual Education projects received some type of training or instruction at an estimated cost of $1,120,000. Teachers, other professionals, education aides, and other nonprofessionals took part in either orientation sessions, workshops, or college credit courses to enhance their contribution to the projects. More staff members were trained in workshops than in either orientation sessions or college credit courses (table 5).

Table 5.--Number of staff members trained and expenditures for training, by staff position and type of training: 1971-72 regular and 1972 summer school terms

Type of training	Total		Teachers		Other professionals		Education aides		Other nonprofessionals[1]	
	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
Total[2]	3,404	$1,120,214	1,987	$784,537	219	$56,449	889	$246,409	309	$32,819
Orientation (less than 1 week)	1,309	150,745	874	115,118	64	5,767	371	29,860		
Workshops										
Regular school term										
1-4 FTE[3] weeks	1,002	223,845	628	145,386	82	20,263	292	58,196		
Over 4 FTE weeks	435	227,931	266	157,688	44	15,116	125	55,127		
Summer school term										
1-4 FTE weeks	338	78,627	196	53,548	27	6,763	115	18,316		
Over 4 FTE weeks	52	39,151	42	33,508	10	5,643	0	0		
College credit courses										
Regular school term	349	243,505	250	158,348	7	2,197	92	82,960		
Summer school term	96	123,591	85	120,941	1	700	10	1,950		

[1] Type of training was not reported for other nonprofessionals.
[2] Details for each classification of staff assignment do not add to totals because some staff members participated in more than on type of training program.
[3] Full-time-equivalent.

The majority (58 percent) of the total staff members trained were teachers. Expenditures for their training amounted to 70 percent of the total $1,120,000.



Source: Table 5

Technical Notes

As was noted earlier, the data in this publication are subject to nonresponse. Of the 168 Bilingual Education projects, 157 responded to the CPIR survey with data on expenditures and staff training. Estimates of pupil participation in each of these 157 projects were obtained from individual project applications on file with the Division of Bilingual Education, U.S. Office of Education. Thus both expenditure and participant data are related, but both are also underreported.

By consulting the project application files for the 11 nonrespondents, it was estimated that the data presented in this report represent about 92 to 94 percent of the total actual participation and expenditures in all ESEA title VII projects. The effect of nonresponse was greater on data for projects in Native American languages and "other"[3] languages because of the small number of projects involved. The following table summarizes project response by language of instruction:

	Spanish	Native American	Other	Two or more languages	Total
Response	128	10	8	11	157
Nonresponse	6	3	2	0	11
Total	134	13	10	11	168

The main effect of the nonresponse is underreporting; i.e., total expenditures in all ESEA title VII projects would be higher if all projects had responded. However, none of the trends or proportions highlighted in the report were significantly altered.

For further information, inquiries should be addressed to Yeuell Y. Harris, Chief, Survey Design and Implementation Branch, National Center for Education Statistics. Project officers for the CPIR were Anita V. Turner and Beulah K. Cypress.

[3] Languages other than Spanish or Native American, (such as French, Portuguese, etc.).